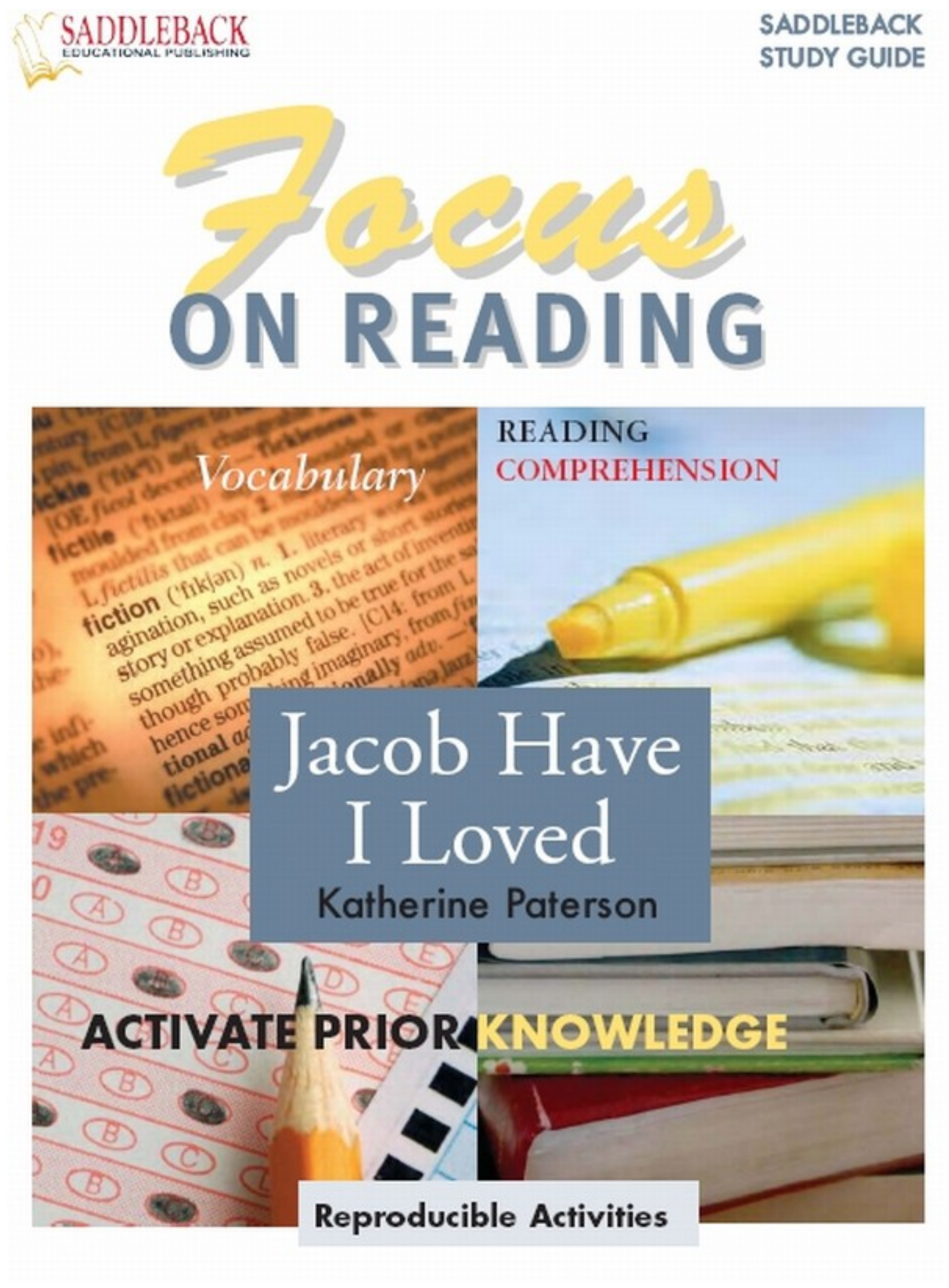


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Focus ON READING



Vocabulary

READING
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Jacob Have
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Katherine Paterson

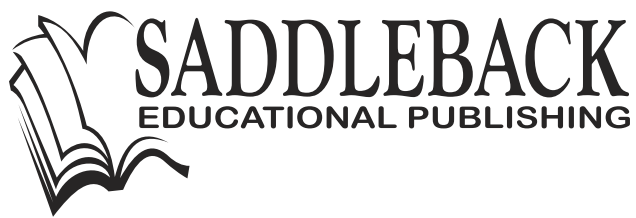
ACTIVATE PRIOR KNOWLEDGE

Reproducible Activities

Focus **ON READING**

*Jacob Have I
Loved*

LISA FRENCH



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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference section for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.
- **Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

Focus on the Book

Synopsis

In this first-person narrative, Sara Louise Bradshaw Wojtkiewicz looks back on her life as a young girl coming of age on a small island in the Chesapeake Bay in the 1940s. Louise Bradford, or “Wheeze,” as she is usually called, is an ungainly, unhappy adolescent who is burdened by the story of her birth. The firstborn of twin girls, she “treasures” the first few minutes of her life—the only moments when she has not been overshadowed by her pretty, talented, sunny sister, Caroline.

Thirteen-year-old Louise emulates her father and the other men on Rass Island by “following the water.” During the summer of 1941, she poles her skiff through the shallow waters surrounding the tiny and fragile island, crabbing and catching an occasional terrapin. Her business partner, fourteen-year-old McCall Purnell (Call), is as ungainly and socially isolated as Louise. Although the two have dramatically different dispositions, their shared work ethic, love of the water, and desire to earn money for their families render them inseparable.

The arrival of a mysterious older man in the spring of 1942 brings changes to Louise’s small world. The Captain, as he is called, immediately becomes a father figure to Call, pulling him away from Louise and creating in her deep resentment. Soon the Captain reveals himself to be Hiram Wallace, a former islander who had fled Rass in shame many years before. He has now reoccupied the family home, which once boasted the most pasture land on the island. Erosion and the encroaching waters of the Bay have since wiped out all of the pasture land.

A hurricane in the summer of 1942 brings more unwelcome changes. The Captain’s family home is washed away, and he is taken in by the Bradshaws. Much to her consternation, Louise develops an adolescent passion for the elderly man. In this insular society, firmly controlled by the Methodist Church, Louise feels deep shame for such an unconventional love. Exacerbating her distress is Louise’s grandmother, a malevolent character who takes every opportunity to demean the girl, castigating her with stern passages from the Old Testament. In the meantime, Caroline has begun to take Louise’s place as the friend and confidante of both Call and the Captain.

Further blows cause Louise to deepen her isolation from friends and family. In the fall of 1942, the Captain marries an invalid elderly neighbor. Following her death soon thereafter, the Captain uses the money from his late wife’s legacy to send Caroline to boarding school so that she can develop her extraordinary musical talents. In the spring of 1943, both Caroline and Call depart—she to school in Baltimore, he to the navy and then to the war. Louise’s feelings of utter rejection are once again reinforced by her grandmother, who quotes the comfortless biblical passage about Isaac’s twin sons: “Jacob have I loved, but Esau have I hated.”

For the duration of World War II, Louise remains on the island, working alongside her father on his boat. Once the war is over, any lingering hopes for a fulfilling life on Rass are dashed when Call and Caroline get married. With the gentle help of her loving parents, Louise is finally able to come to terms with her own feelings of inferiority. In the spring of 1947, she leaves the island and finds her own place in the world.

About the Author

Katherine Paterson was born in 1932 in China, where her parents were working as missionaries. When war broke out in 1937 between China and Japan, the family was displaced—a troubling, yet educational, experience for Katherine and her four siblings. Although the family moved frequently, Katherine’s mother often read aloud to the children, inspiring Katherine to teach herself to read before she even began school. From an early age, she loved to write stories and poems.

At college, Paterson majored in English literature. After a brief stint teaching in a rural Virginia school, she went back to school to study religious education, then moved to Japan as a missionary in 1957. Four years later, she received a fellowship to study at Union Theological Seminary in New York City. There she met John Paterson, whom she married in 1962 and with whom she has raised four children.

After the birth of her first child, Paterson began to write seriously. Her first novel was published in 1973; this was followed by three novels about feudal Japan (*The Sign of the Chrysanthemum*, *Of Nightingales That Weep*, and *The Master Puppeteer*). *The Master Puppeteer* won the National Book Award in Children’s Literature in 1977. This was followed by *Bridge to Terabithia*,

(continued)

Focus on the Book (continued)

which won the 1978 Newbery Medal. Paterson's next book, *The Great Gilly Hopkins*, received a 1979 Newbery Honor as well as the National Book Award. Paterson's second Newbery Medal was awarded in 1981 for *Jacob Have I Loved*. Her more recent work includes *Lyddie* (1991), *Flip-Flop Girl* (1994), and *The Quest of the Grail Knight* (1998).

Katherine Paterson is especially known for her skill in understanding the minds and hearts of young people who are facing particular challenges or troubles. Of *Jacob Have I Loved* she has said, "In life both the light and the dark exist in each of us; each of us is our own twin. So finally Sara Louise, in order to be a whole person, must come to love Caroline, so that she can love both the Jacob and the Esau within herself."

Historical Background

Jacob Have I Loved is set primarily in the 1940s on a small, endangered fictional island in the Chesapeake Bay area of Maryland. The personal dramas of Louise Bradshaw and her friends and family are placed against the larger backdrop of World War II and a world in chaos. The isolation of the Bradshaw family is emphasized by the fact that their only reliable news of the outside world comes from an "ancient radio," *Time* magazine, and the day-old *Baltimore Sun*.

After a brief prologue ("Rass Island"), the story opens in the summer of 1941, when the United States is still feeling the effects of the Great Depression and the country has not yet entered the war. There are jokes about President Franklin Delano Roosevelt, who "thinks he's God"—references to Roosevelt's sweeping New Deal reforms and unprecedented governmental controls on the nation's economy.

There are references to Pearl Harbor and Adolf Hitler at the beginning of Chapter 3. The Japanese aerial attack on Pearl Harbor on December 7, 1941, killed

2,400 American soldiers. Nineteen ships and 150 planes belonging to the U.S. Pacific Fleet were also destroyed. The nation's three aircraft carriers were out at sea at the time and were undamaged. However, most of the Pacific Fleet was wiped out in one day. It was the Pearl Harbor attack that propelled the United States into the war.

In Chapter 15, Louise mentions pulling the blackout curtains closed in her bedroom. Some students may be unaware that civilians living along the East Coast of the United States, which was considered vulnerable to a German air attack, were ordered to cover their windows with heavy blackout curtains so that no lights could be detected at night from the air. In the same chapter, there is a reference to the "three island boys" who die in the fall of 1943 "off a tiny island in the South Pacific"; this is probably one of the islands in the Solomon, Marshall, or Mariana islands, where key Allied landings occurred in 1943.

D day, mentioned in the last paragraph of Chapter 15, took place on June 6, 1944. This was the official beginning of Operation Overlord, a major assault under joint British and United States command on German-occupied France. The Allied invasion, which took place at several strategic locations along the Normandy coast, involved 176,000 troops, 100 warships, 12,000 planes, 1,500 tanks, and 4,000 landing craft. It marked a turning point in the war and brought liberation to Western Europe.

Adolf Hitler, whom Louise describes as "the funny mustached German dictator," seems remote to most of the inhabitants of Rass. His death, which is briefly referred to in Chapter 16, was a suicide; Hitler took his own life on April 30, 1945, as the Soviet Army occupied Berlin.

Focus Your Knowledge

- In an atlas or a book of United States road maps, find the state of Maryland. Then find Baltimore. What is the relative size of Baltimore compared with other cities and towns in Maryland?
- Now look across the Chesapeake Bay to the eastern shore of Maryland. Try to find Salisbury and Crisfield. What are their relative sizes? Where are they located in relation to Baltimore?
- Take a look at the Chesapeake Bay. How large is it? How does it affect the geography of Maryland? To what other bodies of water is the bay connected?
- How many islands in the Chesapeake Bay can you find on your map? What do you think it might be like to live on one of them? What might be some advantages to living on an island? What about disadvantages?

The novel you are about to read takes place on a tiny island in the Chesapeake Bay during the 1940s. In 1941, the United States was struggling to emerge from the Great Depression. Franklin Delano Roosevelt was president. Across the Atlantic Ocean, World War II was raging. By the end of 1941, the United States, too, would enter the war. How might these national and international events affect life on a small island in the Chesapeake Bay?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

semblance—an outward appearance that is sometimes deceiving

delusions—false or exaggerated beliefs

strenuously—with great energy; laboriously

lugubriously—in an overly mournful manner

affluent—having more than enough money and goods

rankle—to annoy; to irritate

fervent—passionate; having deep emotions

remonstrance—criticism or gentle scolding

petulant—peevish or rude

discomfited—embarrassed; caught off guard

Things to Know

Here is some background information about this section of the book.

A **terrapin** is a type of North American turtle that can be eaten.

Proggng is a regional word that means “foraging” or “searching.” Chesapeake Bay watermen use the term when looking for oysters, crabs, or other shellfish.

Franklin D. Roosevelt (1882–1945) was president of the United States from 1933 to 1945. He was elected to an unprecedented four terms. Roosevelt came into the presidency during the Great Depression and died shortly before the end of World War II.

The **Great Depression** was a period of grave economic downturn in the United States. It officially began with the stock market crash of October 1929 and continued throughout the 1930s.

The **Methodist Church** is a Protestant church that places great importance on social and personal morals.

Pearl Harbor is an inlet on the southwestern coast of the Hawaiian island of Oahu. On December 7, 1941, the American naval fleet stationed there was targeted in a surprise attack by Japanese bomber planes. Much of the U.S. Pacific Fleet was destroyed.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What in the narrator's past has caused her not to like Rass Island for much of her life?
2. Why, in the first chapter, does the narrator say that neither she nor her sister could stay on the island?
3. What is the relationship between Louise and Call in the summer of 1941? How do they treat each other?
4. Why does Louise tell the story of her birth and Caroline's? What meaning does this story have for Louise?
5. How does Louise appear to feel about her twin? Why?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. "It is the excess of snowball bushes that lends a **semblance** of green to every yard."
semblance: _____
2. "At thirteen I was tall and large boned, with **delusions** of beauty and romance."
delusions: _____
3. "He worked on other men's boats as **strenuously** as his slowly healing body would let him, eking out a meager living for himself and his widowed mother."
strenuously: _____
4. "Within a few weeks it was **lugubriously** out of tune."
lugubriously: _____
5. "The rest, children of the island's slightly more **affluent**, paid fifty cents a lesson."
affluent: _____
6. "I was proud of my sister, but that year, something began to **rankle** beneath the pride."
rankle: _____
7. "Old Joshua's stamp remained upon us—Sunday school and Sunday service morning and evening, and on Wednesday night prayer meeting where the more **fervent** would stand to witness to the Lord's mercies of the preceding week . . ."
fervent: _____
8. "There was no **remonstrance** for having broken the Fourth Commandment."
remonstrance: _____
9. "At six, Grandma woke, hungry and **petulant**."
petulant: _____
10. "Mr. Rice cleared his throat. . . . He was clearly **discomfited** by my behavior."
discomfited: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. For how many years does the narrator say the Bradshaws have lived in the village on Rass?
 - a. for nearly 50 years
 - b. for more than 100 years
 - c. for more than 200 years
2. How old is the narrator in the summer of 1941?
 - a. fifteen
 - b. fourteen
 - c. thirteen
3. What is the age difference between Call and the narrator?
 - a. Call is one year older than she is.
 - b. She is one year older than Call.
 - c. They are just one month apart in age.
4. Why is Call willing to go crabbing with a girl?
 - a. because there is no man in his family to take him
 - b. because he is in love with the narrator
 - c. because he is too fearful to go out in the bay with the other men
5. What does the narrator's mother always put in her she-crab soup that makes the grandmother complain?
 - a. tinned milk
 - b. red chile peppers
 - c. sherry
6. How does Louise describe herself as a newborn baby?
 - a. fussy and weak, like a newborn kitten
 - b. cold and motherless
 - c. delicate and sickly
7. How does Louise describe herself in the photo when she and Caroline are one and a half?
 - a. like a fat dark shadow
 - b. golden and glowing with laughter
 - c. sulky and scarred by chicken pox
8. Who persuades Caroline's parents that she should have voice lessons?
 - a. the piano teacher from Crisfield
 - b. Mr. Rice
 - c. the college professor in Salisbury
9. Why is Louise not supposed to be listening to the radio when she hears about Pearl Harbor?
 - a. because it is the Sabbath
 - b. because her parents are sleeping
 - c. because Caroline is trying to practice the piano
10. Why is Louise disgusted by Caroline at the school Christmas concert?
 - a. because she is smiling so smugly when the audience applauds her
 - b. because she is pretending to cry to get Mr. Rice's pity
 - c. because she is flirting with Call

Check Your Understanding

Short Answer

Write a short answer for each question.

1. In the opening chapter of the book, when does the narrator say she will go to Rass and fetch her mother?
2. How does the narrator describe her first glimpse of the island from the ferry?
3. Why does each waterman's boat have a washtub on board?
4. How does the narrator describe Call when he is fourteen?
5. What "defect" in Call's character does the narrator feel she must try to correct?
6. What does the narrator read that offers her a "porthole on the world" in the summer of 1941?
7. With what do the narrator and Call nearly fill their bucket?
8. Why does Louise say that she and Caroline would not have been born if her father had not been wounded in France in 1918?
9. Why does Louise "treasure the thought" of her first few minutes of life?
10. In what way does Louise say that Caroline has "diminished" her since they were two years old?

Deepen Your Understanding

One of the most important themes in *Jacob Have I Loved* involves sibling rivalry. Louise often struggles with the powerful negative emotions she feels for her twin, Caroline. Caroline always seems to be at the center of attention. Louise says that she “treasures” the first few minutes of her life before Caroline was born.

In the first few chapters of the novel, how does Katherine Paterson convey the complex feelings that Louise has for Caroline? Look at the language that describes Louise’s emotions about her twin. What images in the book reinforce the differences between the two girls? Give examples from the text to support your thoughts.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

caricature—an exaggeration of a particular feature or characteristic

precariouly—dangerously

melancholy—sadness; depression

lavishly—richly; with great abundance

delegation—a group of people who have been chosen to represent others

feigned—pretended

rivulet—a small stream

exultation—great joy or sense of triumph

allusion—an indirect reference

parasites—things that depend on others in order to live, giving nothing in return

Things to Know

Here is some background information about this section of the book.

Tonging involves using a pair of long-handled tongs (a grasping tool) to pick oysters from the bottom of a pond or bay.

Cain was the son of Adam and Eve, the first man and woman described in the Bible. He murdered his brother, Abel.

The **Scriptures** are another term for the Old and New Testaments of the Bible.

Captain Marvel was a popular comic-book superhero in the 1940s.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What sort of person is Louise's grandmother? What role does she play in the family?
2. How do men's and women's roles on Rass differ? How does each group relate to the water?
3. How does the arrival of the Captain on the island change life for Louise? For Call?
4. By how many different names is the narrator called? How does she feel about each name?
5. Why does Louise feel that she must "escape" from Rass? How does she try to make this happen?

II. CHAPTERS 4–6

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “I had clearly gotten the best of her, so I sobered to an elaborate **caricature** of humility.”
caricature: _____
2. “Momma pointed out her two boxes, which my father and I loaded **precariously** onto the wagon.”
precariously: _____
3. “As a child I thought nothing of it, but when I became an adolescent, I began to read the verses on the tombstones with a certain pleasant **melancholy**.”
melancholy: _____
4. “Gradually, the people of Rass built one from ancient memory **lavishly** cemented with rumor.”
lavishly: _____
5. “Some of the islanders thought a **delegation** should be sent to ask the old man straight out who he was . . .”
delegation: _____
6. “The man **feigned** surprise. ‘I though everyone on this island knew my name.’”
feigned: _____
7. “Even as I yelled, I could feel a tiny **rivulet** of satisfaction invading the flood of my anger.”
rivulet: _____
8. “Always there were two feelings in the dream—a wild **exultation** that now I was free of her and . . . terrible guilt.”
exultation: _____
9. “It had all the elements—romance, sadness, an **allusion** to the war, and faithful love.”
allusion: _____
10. “. . . I could remember, even if the laws of respect kept me silent, that I was a contributing member of the household in which she and Caroline were little more than **parasites**.”
parasites: _____

II. CHAPTERS 4–6

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Why does Louise hide the book about pirates from her grandmother?
 - a. Her grandmother is terrified of pirates.
 - b. Her grandmother would be upset that Louise is reading about the water.
 - c. Reading is against her grandmother's religious beliefs.
2. Why does Grandma suggest that Louise go to meet her mother and Caroline at the ferry?
 - a. She thinks there may be heavy groceries that Louise can help carry.
 - b. She wants Louise to tell them some important news about the family's boat.
 - c. She thinks that Caroline may need some help walking home because she is sick.
3. How does Louise describe the stranger who gets off the ferry?
 - a. He is tall and wiry, with gray hair.
 - b. He has a stocky build and long white hair.
 - c. He is nervous and slight, with hair that is graying at the temples.
4. Why do the islanders bury their dead in their front yards?
 - a. because the Methodist religion requires it
 - b. because the Rass Island Cemetery is full
 - c. because there is no high land to use as a cemetery
5. For how long has the Wallace place been deserted when the stranger moves into it?
 - a. twenty years
 - b. thirty years
 - c. forty years
6. What do all the old people on the island agree about Hiram Wallace in his youth?
 - a. All of the young women on the island hoped to marry him.
 - b. Since he was not a very good waterman, his family did not earn much money.
 - c. He was the only college graduate on the whole island.
7. Why do Louise and Call go to the Wallace cottage after the stranger moves in?
 - a. Louise wants prove the stranger is a spy.
 - b. They are trying to return the cat that they found near the cottage.
 - c. Call is hoping that he will be able to work with the man on his fishing boat.
8. Why is Louise disappointed after she and Call visit the Captain for the first time?
 - a. He tells them that he is Hiram Wallace.
 - b. The Captain doesn't laugh at her jokes.
 - c. The Captain prefers Call to her, and she fears losing Call's friendship.
9. Why does Louise say she hates Caroline?
 - a. Caroline tells Louise she is dirty.
 - b. Caroline always ends up with Louise's crabbing money.
 - c. Caroline will never fight with her.
10. Why does Louise start to keep some of her crabbing money for herself?
 - a. She is tired of supporting the family by herself.
 - b. She wants to save for boarding school.
 - c. She wants to buy a boat.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. According to Louise, how do the women of Rass Island feel about the water?
2. Why does Louise say, “I suppose I knew that there was no future for me on Rass”?
3. After telling Louise that Caroline is not strong enough to carry groceries home, how does Grandma say Louise is looking at her?
4. What does Caroline do at the ferry dock that embarrasses Louise?
5. What does Grandma remember about the Wallace land in earlier days?
6. According to Louise, how does the Wallace land look now?
7. Why was the young Hiram Wallace the butt of all the watermen’s jokes?
8. When Louise and Call go into the Wallace place to have tea with the strange man, what makes Call laugh for the first time?
9. What does Louise often dream about Caroline?
10. What does Louise wish that Call would say about her poetry?

Deepen Your Understanding

“I knew, of course I knew, that the Captain was not a spy, but as I read, it felt as though I were swallowing an icicle.”

In *Jacob Have I Loved*, Katherine Paterson uses **similes** like the one above. Similes help to paint certain pictures in the reader’s mind. A *simile* is a comparison in which the word *like* or *as* is used.

Looking back through the chapters you have read so far, choose at least three similes that are especially effective. Why do you think the author makes these particular comparisons? What images do they conjure up? How do these similes add to your understanding of the story?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

deficient—lacking; below a normal level or standard

futile—useless; not effective

unproscribed—not forbidden or prohibited

interloper—an intruder

saboteur—someone who takes harmful or destructive action against a government

aberrations—behaviors that are not considered normal or usual

refurbished—renovated; freshened up

infernal—hellish

undaunted—fearless in spite of danger or trouble

befuddled—confused

Things to Know

Here is some background information about this section of the book.

A **hurricane** is a storm that includes wind speeds of at least 74 miles per hour. It usually also brings heavy rain, thunder, and lightning. Although hurricanes are tropical storms, they sometimes move north into more temperate regions. In the southeastern United States, they most often occur in late August through September.

According to the Bible, **Moses** was the Hebrew prophet who led the Israelites out of Egypt, where they had been slaves. Moses also delivered the stone tablets containing the **Ten Commandments** to the people.

Paregoric is a medicinal mixture that is made from opium. It was often used as a painkiller in American households in the 1940s.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. By the summer of 1942, how is Louise and Call's relationship beginning to change?
2. How is adolescence affecting Louise's state of mind? How is she feeling about various friends and family members?
3. What is Louise's attitude toward religion by the end of the summer? How does this differ from her attitude the year before?
4. What role does Caroline play in Louise's life over the summer? How does Louise react to this?
5. What new perspectives—about people in her life as well as about Rass—does the storm of 1942 give Louise?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Both Call and the Captain seemed to regard me as mentally **deficient**, since I couldn’t appreciate their marvelous humor.”
deficient: _____
2. “He took another **futile** swing before he answered.”
futile: _____
3. “Was it because it was so wonderful to discover something on this island that was free—something **unproscribed** by God, Moses, or the Methodist conference?”
unproscribed: _____
4. “I no longer wanted the Captain to be a Nazi spy or an **interloper**.”
interloper: _____
5. “That was far more wonderful than being a **saboteur** to be caught or an imposter to be exposed.”
saboteur: _____
6. “But despite these **aberrations** he seemed to be accepted as an islander, simply because he had called Auntie Braxton ‘Trudy’ . . .”
aberrations: _____
7. “The Captain made both me and Call sit down in his clean, **refurbished** living room.”
refurbished: _____
8. “I lured those fool cats right to me and into those **infernal** sacks.”
infernal: _____
9. “‘So?’ Caroline was **undaunted**. ‘We tame them.’”
undaunted: _____
10. “They laughed and imitated the **befuddled** women at the door.”
befuddled: _____

III. CHAPTERS 7–10

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. According to Louise, why doesn't Call want her to go with him to see the Captain in the summer of 1942?
 - a. Call wants to have the Captain's friendship all to himself.
 - b. The Captain doesn't like women.
 - c. Call thinks that it would be breaking one of the Ten Commandments.
2. How does Louise sum up her summer in 1942?
 - a. It is the most exciting summer of her life.
 - b. It is the first time in her life that she has really enjoyed Caroline.
 - c. Nothing goes right for her.
3. Where does Louise run to when she needs to be alone with her thoughts?
 - a. to the fig tree her mother planted
 - b. to the stump at the tip of the island
 - c. to her skiff, so that she can pole herself out onto the water
4. What does the letter from Lyrics Unlimited urge Louise to do?
 - a. to send in twenty-five dollars
 - b. to go to New York City for an audition
 - c. to send in a tape-recording of the music for her song
5. What does the Captain do when the orange tomcat knocks down a teacup with its tail?
 - a. He swears.
 - b. He laughs.
 - c. He asks Caroline to teach the cat manners.
6. What does Louise see when she looks through the screen at Auntie Braxton's house?
 - a. a body lying on the floor
 - b. a German spy
 - c. a dead cat
7. How do the people of Rass finally realize that the Captain is Hiram Wallace?
 - a. Louise finds a letter addressed to Hiram Wallace on his kitchen table.
 - b. He calls Auntie Braxton Trudy.
 - c. Grandma recognizes him.
8. How does Caroline manage to give Auntie Braxton's cats away?
 - a. She lures the cats to the schoolhouse and lets each student take one home.
 - b. She drugs the cats and then takes them to each house on the street.
 - c. Captain Billy takes them to the mainland and donates them.
9. How does Louise's father protect his boat during the big storm of 1942?
 - a. He sinks it.
 - b. He drags it up onto the shore.
 - c. He ties it with four lines instead of two.
10. How does Grandma respond when the Captain looks through the Bible?
 - a. She tells him her favorite passage is the one about Jacob and Esau.
 - b. She asks him to be careful, because it is a family bible.
 - c. She says that a heathen should not be reading a holy book like the Bible.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Louise try to trick the Captain when Call tells him that he cannot hammer on a Sunday?
2. Why does Louise say that she is “sold into slavery” during the summer of 1942?
3. How does Louise describe her spiritual health that summer?
4. How do Call and Louise react when they hear the Captain swear?
5. What does Louise realize some time after the Captain tells her to run to the ferry dock to get help for Auntie Braxton?
6. What makes the Captain think that Auntie Braxton has more money than most of the other islanders?
7. What does Louise offer to do in order to save all of Auntie Braxton’s cats from being killed?
8. How does Louise feel when Caroline gets involved in cleaning Auntie Braxton’s house and giving away the cats?
9. What does Louise observe about people’s behavior when they are facing a disaster?
10. On the night of the big storm, what does Louise promise herself while the Captain is reading from the Bible?

Deepen Your Understanding

Religion plays a very important part in the lives of the people of Rass Island. Louise, the narrator, often mentions the Methodist Church when she describes the social customs of her family and her neighbors. There are many references to the Bible in the novel. In fact, characters sometimes recite “Scripture” passages by heart.

Based on your reading so far, how does Louise appear to respond to the established religion on Rass? Do her religious views begin to change as she grows older? Does she see religion as a positive or negative influence in her life? How does Louise feel about her spiritual state at this point in her life? Give examples from the text to support your ideas.

IV. CHAPTERS 11–13

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

maneuvering—handling something in a clever or an expert manner

raucous—harsh; unpleasantly loud

capricious—unpredictable; likely to change at will

thwart—a boat seat where a rower can sit

relegated—assigned; banished

disembodied—detached from a body; unattached

placidly—in a calm, serene manner

adamant—unwilling to yield or change one's mind

propriety—standard of socially correct behavior

scrutiny—close examination

Things to Know

Here is some background information about this section of the book.

Lockjaw, or tetanus, is a serious infectious disease caused by bacteria. Although people are now commonly immunized against tetanus, this was not the case in the 1940s.

Typhoid, also known as typhoid fever, is a contagious, sometimes fatal disease caused by bacteria. Typhoid can now be prevented through immunization, but this was not an available option in the 1940s.

According to the book of Genesis in the Bible, **Joseph** was sold by his brothers into slavery in Egypt. He eventually found favor with the Pharaoh and rose to a high position in the government.

Turning a boat to **starboard** means turning it to the right. (Turning it to the left would be turning it to *port*.)

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. What is the effect of the storm on Rass Island? What is the long-term outlook for Rass?
2. In the aftermath of the storm, what emotional changes does Louise go through?
3. Why is Louise so interested in her own hands as well as the hands of other people in her life? What does she “see” in these hands?
4. How is the behavior of Louise’s grandmother beginning to change? What effect does this have on her family?
5. How involved is Caroline in Louise’s life during the summer and fall of 1942? How does Louise feel about this?

IV. CHAPTERS 11–13

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “We could pole the skiff down to his house, **maneuvering** around the debris as we would ice floes.”
maneuvering: _____
2. “My reverie was punctured by a **raucous** cackling and complaining from a tiny house floating past us.”
raucous: _____
3. “The storm had been **capricious**. Some roofs were gone, while the next door house was not only intact but the fence and shed as well.”
capricious: _____
4. “I shipped the pole and sat down on the **thwart** opposite him.”
thwart: _____
5. “If Caroline had been **relegated** to the devil, she probably would have tamed him as well.”
relegated: _____
6. “Her fingers were as long and gracefully shaped as those on the **disembodied** hands in the Ponds ad.”
disembodied: _____
7. “‘Oh, Wheeze,’ she said, **placidly** helping herself to more lotion. ‘Don’t be selfish.’”
placidly: _____
8. “We were the Captain’s friends, we would take him in. But my grandmother was **adamant**.”
adamant: _____
9. “It was up to Call to stop her. He would, I was sure—he and his tight little sense of **propriety**.”
propriety: _____
10. “I pretended to study a torn cuticle to miss his **scrutiny**.”
scrutiny: _____

IV. CHAPTERS 11–13

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. How does Louise describe the weather on the day after the big storm?
 - a. It is the clearest day of the summer.
 - b. It is warm and misty, like a soft shawl.
 - c. It is breezy and invigorating, with laughter in the air.
2. Where do Louise and the Captain find her skiff?
 - a. underwater, but still tied to the trees
 - b. by the tip of the island
 - c. bobbing on the water near the dock
3. How does Louise feel about her neighbors on the morning after the storm?
 - a. She feels deeply sorry for them all.
 - b. She is angry they were ill-prepared.
 - c. She loves them all.
4. As she poles her boat to the Captain's house after the storm, what causes Louise to "make a funny squeak" in her throat?
 - a. She can't believe that the Lewises' chickens are floating by in their coop.
 - b. She is watching the ferry boat sink, just as her grandmother has predicted.
 - c. She sees the Captain's house is gone.
5. On the morning after the storm, what information does the Captain repeat that bothers Louise intensely?
 - a. He says Caroline has been the biggest help of all in cleaning up the mess.
 - b. He says there used to be cows in a pasture on his parents' land.
 - c. He says his house has always been the biggest one on the island.
6. What happens when Louise's father invites the Captain to stay with them for awhile?
 - a. Caroline gives up her room for him.
 - b. The Captain refuses to stay with them.
 - c. Grandma says that there is no room for an extra person in the house.
7. For how many days does the Captain live with the Bradshaws?
 - a. seven days
 - b. five days
 - c. three days
8. On the second day after the storm, what does Grandma taunt Louise for?
 - a. She makes fun of Louise's efforts to make her hands more beautiful.
 - b. She laughs at Louise's church clothes.
 - c. She taunts Louise for being in love with the Captain.
9. How does Caroline respond when Louise smashes the bottle of hand lotion?
 - a. She asks Louise if she has gone crazy.
 - b. Her eyes widen and fill with tears.
 - c. She runs and tells the Captain.
10. When the Captain says that marrying Auntie Braxton is a crazy idea, why does Louise feel "cold all over"?
 - a. She is disappointed that the Captain will not marry Auntie Braxton.
 - b. She is afraid that the Captain will marry Auntie Braxton after all.
 - c. She thinks that the Captain is making fun of Auntie Braxton.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. On the day after the storm, what is the state of the Bradshaws' house and yard?
2. How do the three trees in the Bradshaws' yard look after the storm?
3. What does Louise imagine as she poles her skiff through the water with the Captain?
4. What does Louise do when the Captain looks as if he might cry?
5. While the Captain is living with the Bradshaw family, what is there about the Captain that Louise is "obsessed with"?
6. What does Louise think when she looks at her dirty, ragged fingernails and compares them with the hands in the Ponds advertisement?
7. How does Louise say Caroline looks when Caroline ties her blue scarf around her hair?
8. What happens when Louise gets angry with Caroline and leaves to go to her stump?
9. Why is Louise calm when she considers living the rest of her life as a harmless "crazy person"?
10. As the Captain escorts Auntie Braxton off the ferry, what does Caroline say when she sees Auntie's large corsage?

Deepen Your Understanding

The poet John Donne once wrote, “No man is an island . . .” In this famous poem, Donne was using an island in a *metaphorical* sense. A **metaphor** compares one person or thing to another thing without using *like* or *as*. In the quotation above, Donne was using an island as a metaphor for an isolated human being.

Louise Bradshaw lives on Rass Island in *Jacob Have I Loved*. What do you think the island might symbolize in this novel? What other “island” symbols can be found in the book? Does Rass Island in Katherine Paterson’s novel have any similarity to the island in Donne’s poem?

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

exuberant—high-spirited; full of enthusiasm

unperturbed—undisturbed; unshaken

destitute—extremely poor

perfunctorily—as a matter of routine

conniving—scheming; secret planning

jeopardy—danger

prophecies—predictions that are religiously inspired

meager—thin; scant; skimpy

inaneities—shallow, pointless remarks

extricated—removed from a difficult or tangled situation

Things to Know

Here is some background information about this section of the book.

The Shadow was a very popular radio show in the 1940s.

A **U-boat** is a German submarine.

Gas rationing was imposed by the U.S. government during World War II to conserve fuel for the war effort overseas.

Jacob and **Esau** were twin brothers in the Bible. Although Esau was the firstborn son, it was Jacob (with some scheming on the part of his mother) who inherited his father's kingdom and received the blessing of God.

D day occurred on June 6, 1944. On this day, Allied forces began their invasion of German-occupied France and helped to turn the tide of World War II.

Hiroshima is a port city in Japan. It was devastated by an American atomic bomb on August 6, 1945, on the orders of President Truman. A second atomic bomb was dropped on the city of Nagasaki on August 9. Five days later, Japan surrendered.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why does Louise describe herself as “miserable” during the winter of 1942–1943?
2. How is Call changing? How does this affect his relationships with both Louise and Caroline?
3. Why does Louise believe that God hates her? What effect does this have on her?
4. How is Louise’s relationship with her parents changing?
5. In what ways does Louise go against the island’s social standards and customs?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. "I . . . steeled myself for the cackle from Auntie Braxton and the laugh, which reminded me of an **exuberant** tuba, that would come from the Captain."
exuberant: _____
2. "Grandma continued **unperturbed**. 'Ever see how she looks at him?'"
unperturbed: _____
3. "His mother and grandmother were **destitute**, and my father offered to take him aboard the *Portia Sue* as an oyster culler."
destitute: _____
4. "He was invited **perfunctorily** every Sunday, but he seemed to know that he oughtn't to come and always managed an excuse."
perfunctorily: _____
5. "It was her **conniving** that helped Jacob steal the blessing from his brother."
conniving: _____
6. ". . . four families whose houses were in **jeopardy** moved to the mainland."
jeopardy: _____
7. "When she launched into **prophecies** of eternal damnation, he told her that God was my judge, not they."
prophecies: _____
8. "Toward the end of the meal, my father, turning to me as though peace had brought with it some great change to our **meager** fortunes, said, 'Well, Louise, what will you do now?'"
meager: _____
9. "They were exchanging **inanities** about the size and terrors of New York . . ."
inanities: _____
10. "As it was, I **extricated** myself as quickly as I could from them and made my way, not home, but back to the crab house . . ."
extricated: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. During the month of November 1942, how does Louise say she copes with her misery?
 - a. by writing song lyrics
 - b. by picking fights with Caroline
 - c. by reading books
2. What is one of the results of the Bradshaw family's loss of income after the big storm?
 - a. Caroline must give up music lessons.
 - b. Louise has to give all of the money she has saved for school to her parents.
 - c. The family can no longer afford to buy Grandma's medicine.
3. Why does Louise call Caroline a liar when they have dinner at the home of Auntie Braxton and the Captain?
 - a. because Caroline tells the Captain that Louise has a crush on him
 - b. because Caroline says that Louise doesn't think anything is funny
 - c. because Caroline tells Call that Louise doesn't like him
4. What does Grandma say after Auntie Braxton's funeral?
 - a. The Captain has killed Auntie Braxton.
 - b. Now she can marry the Captain herself.
 - c. The Captain should give up Auntie Braxton's house.
5. What does Call do in February 1943?
 - a. He enlists in the army.
 - b. He drops out of school.
 - c. He asks Caroline to marry him.
6. What does the Captain offer to do with the money he has inherited from Trudy?
 - a. He proposes sending Louise to boarding school in Crisfield.
 - b. He proposes sending Caroline to music school in Baltimore.
 - c. He proposes buying Call his own boat.
7. Why does Grandma recite the Bible passage "Jacob have I loved, but Esau have I hated" to Louise?
 - a. She is trying to make Louise feel better.
 - b. She wants to hurt Louise's feelings.
 - c. She is trying to show Louise that Caroline will not always get her own way.
8. How does Louise describe herself during the winter she spends on her father's boat?
 - a. She says that she is like a good oyster.
 - b. She calls herself an oyster already dead.
 - c. She feels like chopped crab bait.
9. What happens when Louise takes the high-school graduation exams?
 - a. She passes with the highest marks ever recorded from Rass.
 - b. She barely passes school.
 - c. She passes, but Caroline's marks are higher.
10. When Call comes home on leave, what does he tell Louise?
 - a. Auntie Braxton's old house has been destroyed by flooding.
 - b. He has dreamed about settling down on Rass with her.
 - c. The island will be covered by water.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. Why does Louise wish to have “a bright blue tortoise” like the one on Uncas’s chest in *The Last of the Mohicans*?
2. When Call asks the Captain whether he didn’t kill himself while driving in France, what effect does it have on Auntie Braxton and the others?
3. Why does Louise run from Auntie Braxton’s house when the Captain puts his arm around her and asks what is wrong?
4. Why does the Captain often ask Caroline to sing?
5. Why does Mr. Bradshaw send Louise and Caroline up to their room on the evening after Auntie Braxton’s funeral service?
6. How does working with Mr. Bradshaw affect Call during the winter of 1943?
7. How do Louise’s feelings about her twin show when she plays cards with Caroline and the Captain?
8. When the Captain comes to the Bradshaws’ house and begins to talk about Trudy’s legacy, what does Louise think he is going to suggest?
9. What does Louise conclude after she looks up the passage about Jacob and Esau in the Bible?
10. When Call returns from the navy and visits the Captain with Louise, what is it that makes Louise say, “My body understood long before my mind did”?

Deepen Your Understanding

One of the most important elements in any novel is its **characters**. These are the people who “live” inside the book and help the story unfold. Main characters are the “key players” in the plot. Minor characters play slightly less important roles. They add color, depth, and intrigue to the story.

Katherine Paterson has created many vivid characters in *Jacob Have I Loved* in addition to the main character, Louise. Describe the following characters. Include reasons why the character behaves in a certain way. Give specific examples from the book to support your description:

Grandmother

the Captain

Call

Mrs. Bradshaw

Mr. Bradshaw

Caroline

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

saucily—in a bold, flippant manner

contentious—tending to argue or pick quarrels

spectrum—a wide range

conventional—traditional; unoriginal

incomprehension—lack of understanding

iota—a very tiny amount

midwifery—a profession that involves
helping women in childbirth

denominational—relating to a specific class
of church or religious order

subsistence—food and other supplies
necessary for survival

sacrament—a religious act that symbolizes
something spiritual

Things to Know

Here is some background information about this section of the book.

A baby in a **breech position** during childbirth will not emerge head first, which is the safest and most common position. A breech birth can be life-threatening for the baby.

La Bohème is a world-famous opera.

The **Appalachians** are a North American mountain chain. They extend from northern Alabama in the United States to eastern Quebec in Canada. Certain Appalachian communities in the southern United States were extremely poor and isolated in the 1940s.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. How does Louise gain a greater understanding of her mother and the life her mother has chosen?
2. Why does Louise say that she needs to “build herself as a soul”?
3. What role does the Captain play in helping Louise to “escape” her life on the island? What role do her parents play?
4. What features about Truitt and Louise’s life there help her to achieve a sense of fulfillment?
5. How is Louise able to make peace with her past and “the long, long shadow” of her twin?

VI. CHAPTERS 17–20

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “She grinned at him **saucily**. . . ‘I guess you wish now you was as young as me, eh, Hiram Wallace?’”
saucily: _____
2. “‘It is better,’ I recited piously, ‘to live in a corner of the housetop than in a house with a **contentious** woman.’”
contentious: _____
3. “Watching her pinched face, I went through a **spectrum** of emotions.”
spectrum: _____
4. “‘I was a bit of a romantic. I wanted to get away from what I thought of as a very **conventional** small town and try my wings.’”
conventional: _____
5. “She turned and looked at me, smiling at my **incomprehension**.”
incomprehension: _____
6. “I had clung to them, to Rass, yes, even to my grandmother, afraid that if I loosened my fingers an **iota**, I would find myself once more cold and clean in a forgotten basket.”
iota: _____
7. “I transferred to the University of Kentucky and into the nursing school, which had a good course in **midwifery**.”
midwifery: _____
8. “The truth, of course, is that the ailment crosses **denominational** lines.”
denominational: _____
9. “Most of them only see the ungiving soil from which a man must wrestle his **subsistence** and the barriers that shut him out from the world.”
subsistence: _____
10. “The father crossed himself, . . . and hurried out to report the **sacrament** to his wife.”
sacrament: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Why doesn't Louise attend the wedding of Call and Caroline in New York?
 - a. Her father asks her to stay behind and take care of the crabbing business.
 - b. Caroline asks her not to come.
 - c. Louise chooses to stay behind and care for Grandma.
2. What does Louise learn from Grandma while the others are at Caroline's wedding?
 - a. Grandma tells her that she has hidden a great deal of money in the house.
 - b. Louise learns that Grandma loved the Captain when she was a girl.
 - c. Grandma tells Louise that she is not really a twin after all.
3. What does Louise answer when the Captain asks her what she really wants to do?
 - a. She says that she wants to be a writer.
 - b. She says that she wants to be a teacher.
 - c. She says that she wants to be a doctor.
4. How do Louise's parents look when they get off the ferry after Caroline's wedding?
 - a. tired and sad
 - b. happy
 - c. anxious
5. What does Grandma do when Louise gives her a Bible passage to read about a "contentious woman"?
 - a. She hits Louise on the head with the Bible.
 - b. She begins to cry and whine.
 - c. She tells Louise that she never wants to see her again on Rass.
6. How does Mrs. Bradshaw respond when Louise asks why she ever came to Rass?
 - a. She says she met Mr. Bradshaw at a party, fell in love, and followed him to Rass.
 - b. She says it seemed romantic to be a schoolteacher on an island.
 - c. She says it was a great mistake in her life.
7. When Louise asks her mother if she will miss her as much as she misses Caroline, what does Mrs. Bradshaw say?
 - a. She will miss them both equally.
 - b. She might miss Caroline more, because Caroline has needed more support.
 - c. She will miss Louise more.
8. Why does Louise's college advisor suggest that she switch to nursing school?
 - a. The war has created a need for nurses.
 - b. Louise's grades are not high enough for medical school.
 - c. Returning war veterans will take the available places at medical school.
9. What does Louise say that a mountain-locked valley is like?
 - a. a baby's cradle
 - b. the bottom of the sea
 - c. an island
10. Why is Louise glad that her father and Joseph get to meet at her wedding?
 - a. Her father dies shortly after that.
 - b. She cannot marry a man her father doesn't like.
 - c. She hopes Joseph can take over her father's business someday.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Caroline try to encourage her grandmother to feel more friendly toward the Captain?
2. How does the Captain respond when Louise tries to tell Grandma that he never did chop down the mast of his father's boat?
3. When Louise starts to tell the Captain that she had hoped to marry Call at one time, how does he respond?
4. Why does Louise shiver when she sees her parents looking at each other with great affection?
5. What does her mother say when Louise cries, "Let me go. Let me leave!"
6. What is Louise's plan when she transfers to the University of Kentucky?
7. According to Louise, what is the most serious health problem in the mountain region where she lives?
8. How does Louise first meet the man she marries?
9. Whose funerals has Louise attended back on Rass since her nursing school days?
10. What does Louise predict about her newborn son?

Deepen Your Understanding

“But where was I?” Louise once asks as she listens to the story of her birth. “When everyone was working over Caroline, where was I?”

Throughout her childhood, Louise feels left out as her parents focus their attention on her twin sister. In her teen years, she resents Caroline and tries to shut her out of her life. Yet, Louise cannot seem to find happiness on her own. Angry and self-critical, she isolates herself and dreams of escape.

Over the course of this novel, how does Louise finally come to terms with Caroline? How does she finally come to terms with herself and find her place in the world? Respond to these questions, paying particular attention to the birth stories that are told near the start and at the finish of *Jacob Have I Loved*. Be sure to use specific examples from the book to support your ideas.

End-of-Book Test

Circle the letter of the best answer to each question.

1. Early in the book, how does Louise respond when Call asks who she will marry?
 - a. She laughs and says she will never marry.
 - b. She says that she will marry him.
 - c. She says that she won't marry an islander.
2. Because her father has been slightly lamed in World War I, what does Louise say he needs even more than a wife?
 - a. sons
 - b. a housekeeper
 - c. a physical therapist
3. Before the Christmas concert in 1941, what does Caroline say when Louise tells her that she is running away?
 - a. She runs, crying, to tell their mother what Louise is planning to do.
 - b. She tells her to go ahead and run.
 - c. She says that Louise can't run away until morning; there is no ferry running.
4. What does Louise fantasize about President Franklin D. Roosevelt?
 - a. that he will give her a medal for bravery
 - b. that he will adopt her
 - c. that he will invite her to write songs for the troops overseas
5. Just around the time when Louise thinks that the Captain may be a spy, what does she read in the day-old *Baltimore Sun*?
 - a. that there is a German U-boat somewhere in the Chesapeake Bay
 - b. that a man named Hiram Wallace is under suspicion of sabotage
 - c. that eight German saboteurs have been caught in the United States
6. Who runs the Rass Island ferry?
 - a. Captain Billy
 - b. Captain Otis
 - c. Captain Hiram Wallace
7. When Louise and Call begin working for the Captain for two hours every day, why does the Captain stop offering them tea?
 - a. It is against the Ten Commandments.
 - b. There is a shortage of tinned milk for Call.
 - c. Call and Louise finally tell him that they don't like it.
8. As the Captain and the other men lift Auntie Braxton onto the stretcher, what does the Captain say to her that makes the other men "give one another funny looks"?
 - a. "We've got the tomcat for you, Trudy."
 - b. "It's all right, Trudy, it's me, Hiram."
 - c. "Trudy, will you marry me?"
9. What does Louise do to avoid seeing Auntie Braxton's cats being thrown out of the Captain's skiff?
 - a. She stays on shore while the Captain and Call take the cats away.
 - b. She jumps overboard and swims ashore.
 - c. She closes her eyes and screams so that she can't see or hear what is happening.
10. How does Louise's father know that a big storm is coming in the summer of 1942?
 - a. He smells it and sees a rusty red sunset.
 - b. Louise hears about it on the radio and runs to tell him.
 - c. He notices that all of the cows are lying down in the pasture.

(continued)

End-of- Book Test (continued)

11. How old does Louise estimate the Captain is at the time of the big storm?
 - a. at least 50
 - b. at least 60
 - c. at least 70
12. On the second day after the storm, what does the Captain bring home to the Bradshaws' house?
 - a. a pot full of crabs
 - b. the orange tomcat
 - c. the island's only cow
13. When the Captain brings Auntie Braxton home to Rass from the hospital, what does Louise see being unloaded off the ferry?
 - a. a piano
 - b. a wheelchair
 - c. an automobile
14. Why does Louise find it "ironic" to go to Auntie Braxton's funeral at the church on Rass?
 - a. The Captain and Auntie Braxton have not attended church for as long as anyone can remember.
 - b. The church is where the Captain and Auntie Braxton have been married such a short time ago.
 - c. Auntie Braxton has said the church is her favorite place on the island.
15. Why does Louise say that people on the island may have been "a little afraid of her" in the fall of 1943?
 - a. because she is a strange sight in men's work clothes
 - b. because she has violent outbursts
 - c. because she asks them not to pray for her
16. Why doesn't Louise's family take a holiday when peace is declared in 1945?
 - a. because there is crabbing work to do
 - b. because Grandma won't allow it
 - c. because the Captain needs their help fixing his dock
17. When the Captain spends Christmas with Louise and her grandmother, what does the Captain say to Louise after dinner?
 - a. that he has always loved her grandmother
 - b. that he has always known that Louise can do anything she wants
 - c. that he would like to help her go to boarding school in Crisfield
18. How does Louise react when she sees how happy her parents are after their return from Caroline's wedding?
 - a. She cries.
 - b. She grins from ear to ear.
 - c. She shivers.
19. From which college does Louise graduate as a nurse-midwife?
 - a. University of Maryland
 - b. University of Delaware
 - c. University of Kentucky
20. After the death of Louise's father, where does her mother plan to live?
 - a. She plans to stay on Rass for the rest of her life.
 - b. She is going to live with Louise and her husband.
 - c. She is going to live with Caroline and Call.

Answer Key

I. RASS ISLAND—CHAPTER 3

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. c | 7. a |
| 3. a | 8. b |
| 4. a | 9. a |
| 5. c | 10. a |

Check Your Understanding: Short Answer

1. She will go as soon as the snow melts.
2. It lies as "low as a terrapin" in the "faded olive water" in the Chesapeake Bay.
3. The crab pots are emptied into the washtub for culling (sorting).
4. He is pudgy and nearsighted; he wears glasses; he is unsentimental.
5. He never laughs; she tells him jokes to try to correct this "problem."
6. She reads *Time* magazine avidly.
7. They nearly fill it with rank peelers—crabs that will shed within a couple of hours.
8. When he got back from the war, his childhood sweetheart had married someone else; later, he married the schoolteacher (their mother).
9. She was born a few minutes before Caroline; she treasures having been the only child for a brief while, because Caroline has "snatched" all the attention since her birth.
10. Caroline has called her Wheeze instead of Sara Louise (her full name).

Deepen Your Understanding

Answers will vary but might include some of these examples from the text:

Louise's feelings about Caroline: Chapter 1—"... in that voice of hers that made me feel slightly nauseated"; "... the story of my sister's life, in which I, her twin, was allowed a very minor role"; Chapter

2—"I was proud of my sister, but that year, something began to rankle beneath the pride"; Chapter 3—"I was disgusted to see her dimpled and smiling ... the same expression she wore when she had thoroughly trounced me in checkers"; "I had a burning desire to hit her in the mouth"; "I tried to imagine Caroline bowing down to me."

The sisters' differences: Chapter 2—"Caroline is tiny and exquisite, her blonde curls framing a face that is glowing with laughter ... I am hunched there like a fat dark shadow"; Chapter 3—"She never stumbled or bumped into things. That, she seemed to be saying, was what I did—often enough for both of us"; "She was so sure, so present, so easy, so light and gold, while I was all gray and shadow."

II. CHAPTERS 4–6

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. a |
| 3. b | 8. c |
| 4. c | 9. c |
| 5. a | 10. b |

Check Your Understanding: Short Answer

1. They are not supposed to like the water; it takes their men away.
2. She doesn't want to spend her life waiting passively at home for things to happen while the men are out on the water.
3. Grandma says that Louise is looking at her with bullets in her eyes.
4. Caroline kisses their father.
5. She remembers that there was enough land for real grass to grow in a pasture.
6. Now most of the land has disappeared; what is left is marshland.
7. He had panicked during a summer storm and

chopped down the mast of his father's boat; this left them with no control of the boat.

8. The man says that their nicknames (Wheeze and Call) sound like a vaudeville act, and that Wheeze and Cough would be even better.
9. Louise often dreams that Caroline is dead.
10. She wishes that he would say her poetry sounds fine; she wishes that he would be gracious about it and give her a boost.

Deepen Your Understanding

Answers will vary. Possible similes that students may select include the following:

Rass Island: "lying low as a terrapin"; Chapter 1: "you stink like a crab shanty"; Chapter 2: "like a fat dark shadow"; Chapter 3: "like a string of Chinese firecrackers"; "like a film that has jumped the sprockets and is racing untended through the machine"; "like a single beam of light across the darkness"; "like gunfire"; "like powerful magnets"; Chapter 4: "as a wife might pretend to ignore the existence of her husband's mistress"; "like a man who's spent his life on the water"; "drooped like an old waiting woman"; Chapter 5: "like an overweight egret"; "shrieking like a gull over garbage."

III. CHAPTERS 7–10

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. a |
| 2. c | 7. b |
| 3. b | 8. b |
| 4. a | 9. a |
| 5. a | 10. c |

Check Your Understanding: Short Answer

1. She reminds the Captain of the Seventh Commandment, pretending that it refers to working on Sunday; she hopes to expose his religious ignorance.
2. Call tells the Captain that he and Louise can work

every afternoon except Sunday; he refuses to accept money for the work that he and Louise do.

3. Louise says that her spiritual health is like that of someone who has been dead for three days.
4. They are both shocked, yet fascinated; they have never heard anyone curse before.
5. She realizes that he has called her by her full name, Sara Louise; no one else does this.
6. The Captain was living on Rass when Trudy's father died years ago. He remembers that Trudy found money after her father's death and didn't know what to do with it.
7. She offers to feed the cats with her own crabbing money, the money she is saving for school.
8. Louise resents it; she feels the way she does when she hears her birth story.
9. She finds it mysterious that they act so cheerful.
10. She resolves to see a real mountain. She will not end up like Grandma, "fearful and shriveled."

Deepen Your Understanding

Answers will vary, although student responses should include at least some of the following ideas: At the beginning of the novel, Louise appears to be relatively respectful of the Methodist Church, which governs the social behavior of the islanders; there are references to the preacher, keeping the Sabbath, the Ten Commandments, and so on. However, in view of her grandmother's distorted religious rantings, as well as her own adolescent questioning, Louise appears to grow more skeptical about the nature and value of religion in her life. The Church preaches against anger and hate, yet she experiences both of these emotions toward Caroline; she thus feels shut out from any divine consolation. Moreover, the Captain, whom she respects, uses profanity and has no tolerance for the Church; this intrigues Louise. By the summer of 1942, Louise says that her spiritual health is equal to that of a dead person.

IV. CHAPTERS 11–13

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the

reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. a | 6. c |
| 2. a | 7. c |
| 3. c | 8. c |
| 4. c | 9. a |
| 5. b | 10. b |

Check Your Understanding: Short Answer

- The water has left the living room but is in the yard, level with the porch. The downstairs is filled with muck.
- The trees resemble little boys with summer haircuts.
- Louise imagines that she is an Egyptian slave taking the pharaoh on a tour of the flooded Nile delta.
- She moves back in the boat and hugs him.
- She is obsessed with the Captain's hands; she thinks they are beautiful.
- She is convinced that no man will ever fall in love with her.
- Caroline looks like a girl in an advertisement.
- Louise cannot get to the stump; the land it is on has become a small island because of the storm.
- She realizes that society gives crazy people who are judged harmless much more freedom than ordinary people are allowed.
- Caroline says that the Captain has married Auntie Braxton.

Deepen Your Understanding

Answers will vary. Possible responses may include the following: Rass Island, constantly threatened by erosion and flooding, symbolizes not just the physical and cultural isolation of its inhabitants but also the spiritual isolation of the main character, Louise. An additional "island" symbol can be found in Louise's favorite "private" place on the island, the driftwood stump at the tip of the island. When this becomes virtually submerged and separated from Rass after the big storm, it mirrors Louise's increasing unhappiness and further separation from her social and family circle. The remaining bit of land that is visible above the waterline appears, just as Louise often considers herself, "orphaned and alone." Louise's grandmother is also an island, unable to leave the house. She is an example of

someone who has isolated herself so much that no one wants to be around her.

V. CHAPTERS 14–16

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. a | 7. b |
| 3. b | 8. a |
| 4. a | 9. a |
| 5. b | 10. c |

Check Your Understanding: Short Answer

- Louise wants something that can show the world how unique she is.
- Auntie Braxton makes a noise like a chicken cackle; she is laughing. Caroline, Call, and the Captain laugh, too; Louise does not.
- She runs because the Captain's kindness is too painful; she is still lovesick for him and is embarrassed by her emotions; she is also upset by his marriage to Auntie Braxton.
- He asks her to sing because Auntie Braxton loves to hear music so much.
- Mr. Bradshaw sends them to their room because their grandmother is talking so horribly; he wants to protect them from her evil thoughts.
- Call grows taller and thinner; his hands get brown and rough; he seems more dignified; he is proud to have become a man.
- Louise takes great pleasure in beating Caroline; she loves to "clean her out" of her winnings.
- Louise thinks that the Captain is going to propose sending her to boarding school.
- She concludes that God is the speaker of the "Jacob and Esau" passage; therefore, God himself hates her.
- Louise realizes that Call has been communicating regularly with Caroline during his absence; she recognizes that they may have a serious understanding.

Deepen Your Understanding

Answers will vary.

VI. CHAPTERS 17–20*Build Your Vocabulary*

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definitions based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. b |
| 2. b | 7. c |
| 3. c | 8. c |
| 4. b | 9. c |
| 5. a | 10. a |

Check Your Understanding: Short Answer

1. She invites the Captain to have Christmas dinner with them.
2. The Captain says that he did do it; it took him 20 minutes to chop it down and has taken 50 years to set it back.
3. He says that Louise was never meant to be a woman on Rass.
4. Louise feels shut out from the kind of love they share; she feels alone and cold (as she imagines herself after her birth).
5. She answers that of course Louise may leave; she says that Louise has never said she wanted to leave before.
6. She plans to become a midwife, spend a few years in the mountains, and then get the government to pay for her to attend medical school.
7. The worst problem is that five or six men get drunk on Saturday nights and beat their wives and children.
8. He drives to her house one night for help with his son, Stephen, who is sick.
9. She has been to both the Captain's and her grandmother's funerals.
10. Louise predicts that her son will be a singer and that he will "follow the water."

Deepen Your Understanding

Answers will vary, but responses should include at least some of the following concepts: Louise and Caroline represent the "yin-yang" that comprise any human being. Louise, who is both literally and figuratively the "darker" sister, tends to look at life negatively and to resent people—particularly her twin. Caroline, the "lighter" sister, tends to look at life positively and to love people—even her twin, who tries to shut her out. In order to find fulfillment and peace in her life, Louise must reconcile herself not just to Caroline's overall brightness, but also to the two sides—dark and light—that exist within her own psyche.

In the first birth story, Louise is left "clean and cold and motherless" as her parents fuss over second-born Caroline, who is weaker. There are multiple references in the novel to Louise's feeling chilly, getting the shivers, or feeling a sense of cold foreboding; these all refer to her birth story and her general sense of rejection. The second birth story, in which Louise is the midwife, allows her a chance to "make things right." This time, the firstborn twin (the "Louise" figure, but now male) is healthy. He is nearly overlooked by his parents—as well as by Louise—in their concern for the second baby. However, Louise suddenly remembers the firstborn and insists that the grandmother, "Hold him as much as you can. Or let his mother hold him." The second-born twin (the "Caroline" figure) is blue and barely breathing. Her family assumes she will die, but Louise insists, "She won't die!" Giving the baby as much warmth, cuddling, and nourishment she can, including her own breast milk, Louise saves the infant's life, and in so doing finds her own salvation.

END-OF-BOOK TEST

- | | |
|-------|-------|
| 1. c | 11. c |
| 2. a | 12. b |
| 3. c | 13. b |
| 4. c | 14. a |
| 5. a | 15. a |
| 6. a | 16. a |
| 7. b | 17. b |
| 8. b | 18. c |
| 9. b | 19. c |
| 10. a | 20. b |